

Cueing Students When Learning To Use a Switch

Everyone should use the same sequence of prompts when a student is working on learning to use a switch. This gives consistency between the people who are working with him/her. Use clear and simple language, (e.g. "Hit the switch"). The following is an example...

- Tell your student what the expectations are each time the appliance goes off. What is your **student's job** in the activity? (e.g. "John, Karen needs her pencil sharpened. Please hit the switch.") Wait 10 seconds for the student to hit the switch, with a look of expectation.
- If no response, repeat the verbal cue along with pointing out an **environmental cue**. (e.g., Show John the pencil and the pencil sharpener).
- If no response, **model** the expected behaviour (e.g., Put the pencil in the sharpener and operate the switch to sharpen it).
- If no response, give a **partial physical prompt** (e.g., Tap John's hand).
- Repeat the verbal cue and **physically prompt** the student, from the elbow, to bring his arm forward. Wait 10 seconds for him to touch the switch.
- Repeat the verbal cue and fully **assist the student** to hit the switch hand over hand (Note: As you see your student responding more often without physical prompts, add an extra verbal prompt and delay moving into physical assistance.)
- Tell your student what the expectations are each time the appliance turns off, (e.g., "We need more music. Hit the switch".) Wait 10 seconds for your student to hit the switch on his/her own.
- Repeat the verbal cue. Wait for 10 seconds; repeat the verbal cue along with the physical prompt from the elbow if s/he does not respond on his/her own.

